PEER TEACHER SUPPORT SUPERVISION AND CHILDREN'S LITERACY DEVELOPMENT IN LOWER PRIMARY CLASSES IN KISOJO COORDINATING CENTRE- KYANKWANZI

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A RESEARCH DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION –IN EARLY CHILDHOOD EDUCATION OF

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Declaration

I hereby declare that this research dissertation titled “Peer Teacher Support Supervision and Children’s Literacy Development in Lower Primary Classes in Kisojo Coordinating Centre-Kyankwanzi” is my original work, which has never been submitted to any university for the award of any degree. I am now submitting it to the Faculty of Education Graduate School of Kyambogo University with the approval of my supervisors.

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Approval

This dissertation titled “Peer Teacher Support Supervision and Children’s Literacy Development in Lower Primary Classes in Kisojo Coordinating Centre- Kyankwanzi” by Nnakalyowa Annet Kiiza has been developed with our guidance. It is now ready for submission to Graduate School for examination with our consent as supervisors.

We as University supervisors confirm the work done by the candidate under our supervision.

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Dedication

I dedicate this project to my husband Mr Ssembajjwe John Baptist and children who have stood with me in patience and tolerance during the time I was supposed to be at home playing my divine role as a wife and mother, but instead was out attending to studies.

Acknowledgement

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I pray to God to always reward you abundantly.

Abbreviations and Acronyms

CC	Coordinating Centre
CCT	Centre Coordinating Tutor
CIE	Centre for International Education
CPD	Continuous Professional Development
DEO	District Education Officer
DIS	District Inspector of Schools
DPO	Deputy Principal Outreach
EGR	Early Grade Reading
H/tr	Head teacher
HEART	Health &Education Advice and Resource Team
IMs	Instructional Materials
KENPRO	Kenya Projects Organisation
MKO	More Knowledgeable Others
MoES	Ministry of Education and Sports
NICHD	National Institute of Child Health and Development
NPHC	National Population and Housing Census
NCDC	National Curriculum and Development Centre
OECD	Organization for Economic Cooperation and Development
PLE	Primary Living Examination
PHAST	Public Health Action Support Team
P.1	Primary one

P.2	Primary two
P.3	Primary three
SCI	Save Children International
SMC	School Management Committee
TaRL	Teaching at the Right Level
TIET	Teacher Instructor, Education and Training
Trs	Teachers
UNEB	Uganda National Examination Board
UNRWA	United Nations Relief and Works Agency
ZEP	Zone of Educational Priority
ZPD	Zone of Proximal Development

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Abstract

Education is one of the most important investment a country can make for its people and its future. Children's literacy development is the basis in the formation of multi – educated personality. Early children's literacy development contributes to the personal and national prosperity economically. In Uganda, the Ministry of Education and Sports has, of recent, adopted the Early Grade Reading model to enable children read and write at an early age. However, it is becoming clear that some teachers are less competent in crucial literacy development that is expected. So the best practice that can enable them effect this, is through peer support supervision.The purpose of this study was to determine the influence of peer teacher support supervision in developing children's literacy in lower primary classes. The study specifically established how peer teacher coaching is being used to develop children's literacy, investigated the influence of peer teacher demonstration lessons on children's literacy development, established the relationship between peer teacher trainings and children's literacy development.The study was conducted in the 23 Government aided schools of Kisojo Coordinating Centre- Kyankwanzi District. Headteachers, lower primary teachers, lower primary pupils and field support supervisors were included in the study. Cross sectional research design was used. Content analysis and descriptive statistics were used for data collected from interviews, observations and document analysis. Findings indicated that it was very much important for champion teachers to support and guide one another in lesson preparation amd instructional material development as well as demonstrating to one another application of appropriate teachg techniques plus designing of literacy activities for successful children's literacy development. It was also found that other factors that contribute to children's literacy development be focused on. Therefore the study recommended for the District Inspectorate to put emphasis on those other factors in addition to peer teacher support supervision. Primary Teachers' Colleges to emphasize the importance of peer teacher support supervision during teacher training and TIET department to ensure that the quality of training of lower primary teachers is done.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study. It highlights the problem of the study,purpose of the study, objectives of the study, research questions and scope of the study. It also specifies the significance of the study, theoretical framework, conceptual framework, limitations and delimitations of the study.

1.1 Background of the Study

Education is one of the most important investment a country can make for its people and its future. It is a public good that benefits both the individual and wider society(UNEB, 2015). It is not a luxury but a basic human right and a responsibility enshrined in articles 28 and 29 of the convention on the rights of a child(EU High Level Group of Experts on Literacy, 2012; HEART, 2016; UNICEF annual results report, 2017).All parents in the country would wish to see their children excelling in their studies. Children who struggle to study and get a certificate in a certain course are likely to be employed, earn a living, support their parents and contribute to the national development. This can be achieved through early children's literacy development.

Children's literacy development is the basis in the formation of multi – educated personality (Tavdgiridize, 2016). It is a foundation for human rights, gender equality and sustainable societies. It is essential to all our efforts to end extreme poverty and promote a strong sense of well being for all people and citizenship (Moon,2016; Panneton, 2015).

Early literacy development supports kindergarten readiness and sets up children for achievement in primary grades. It provides a foundation for critical language, future

academic success (National Reading Panel (NRP), 2000) and overall achievement (Wagner, 2018).

Children with a developed literacy are more productive and empowered to live meaningful lives thus enjoying improved livelihoods. Literacy enables people to make informed decisions and choices by equipping them with knowledge and skills, accessing appropriate information, empowerment of individuals, promotion of health, enhancement of production skills and participation in children's education (Mutesi, 2018). Children who have developed strong reading and writing skills perform better and are likely to finish school (Good et al, 2001) and have a healthier self-image. They become lifelong learners (Odora-Hoppers, 2009) and preferred employees. Literacy empowers the individual to develop capacities of reflection, critique and empathy, leading to a sense of self-efficacy, confidence, identity, access to the full range of learning opportunities and active participation in society (Chowdhury, 2017). Literacy development is crucial to parenting, finding and keeping a job, participating as a citizen, being an active consumer, managing one's health and taking advantage of digital developments, both socially and at work. With literacy development Governance improves, economies grow, nations become better off (Samhill, 2017).

Children who miss out on early reading practice opportunities remain poor readers and have difficulty attaining average levels of writing and reading fluency during elementary school (Wagner, 2018). Literacy is the most important aspect of educational activities, one of the fundamental academic skills that students are expected to acquire in their first few years of schooling. When the relationship between literacy development and academic achievement is analyzed, it is found that students with poor literacy development cannot be expected to demonstrate successful performance in academic fields, and in fact their entire academic lives can be adversely affected by delays in acquiring literacy development (Rowe, 2003).

People with low literacy development are less likely to finish school, more likely to be unemployed, more likely to be on social benefits, and more likely to suffer from poor health (Samhill, 2017). Poor literacy does not just frustrate education and employment, but it as well frustrates aspiration and ambition. Children of adults with poor literacy are more likely to struggle with literacy themselves, and less likely to do well in school. More broadly, poor literacy limits individuals' capabilities and civic participation, increases poverty, hinders innovation, productivity and holds back economic growth (Department of Education and Skills (DES), 2011). And poor readers and writers may have difficult in interacting with the content in the curriculum (Lovitt et al., 2002)

Literacy development is very important for example in Russia the government believes in free educational deliverance systems such that everyone gets the opportunity to go to school and acquire the literacy skills (Burton 2018). Countries such as France and the Netherlands have managed to raise awareness about literacy and put the issue higher on the political agenda (EU High Level Group of Experts on Literacy, 2012). In Greece, the local church is actively supporting the effort through the Centre for the Protection of Underage Children, providing breakfast and other meals, and also spaces and tuition for learning. Through these efforts, access to education is given to children, improving literacy levels for most of them. In Cyprus, a program for schools in disadvantaged areas, called 'Zones of Educational Priority' (ZEP), was launched in 2003, aiming to tackle school underachievement, mainly in literacy (EU High Level Group of Experts on Literacy, 2012). In Rwanda, the Ministry of Education through the Rwanda Educational Board with support of USAID, Development partners and Donor Organizations in 2012 launched a four year initiative called Rwanda Reads; promoting a culture of reading for all children (Save the Children International, 2016).

In Uganda, the Ministry of Education and Sports has, of recent, adopted the Early Grade Reading (EGR) model which focuses on exposure of the learners to the basic reading skills (UNEB report, 2017). The Early Grade Reading program under GPE has taken over head teachers, p.1, p.2 and p.3 teachers from 28 districts to be trained in the EGR model, Kyankwanzi inclusive.

Besides what different countries do to promote children's literacy development, there are many other ways that can be used to promote it among them is peer teacher support supervision.

Peer support supervision has been found to be effective in promoting children's literacy development. For example in a study conducted by McTighe and Emberger (2006), it was discovered that the effectiveness of a supportive peer review process involving experienced teachers was very important. A study conducted by Brooke et al. (2005) outlines a writing project that provided an opportunity for teachers to come together to talk, read and write about ways to improve their teaching of literacy. And the study by Nemser (2001) describes peer teacher support supervision as when teams of teachers come together to discuss and problem-solve their teaching needs, and participate in study groups and shared classroom observations collaboratively. And in their study, Sergiovanni and Starratt (2007) explained that in peer teacher supervision, teachers agree to work together for their own professional development. Hence, teachers engage in peer supervisory tasks by visiting each other's class to learn and to provide help, critique each other's planning, examine together learners' literacy development and assess the quality of their teaching and children's learning receive. More so, Dodd (2008) in his study explained peer teacher support supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors become successful in their supervision tasks (Bessong and Ojong, 2009).

If it has been able to work in such places, it can also work in Kisojo Coordinating Centre.

According to UWEZO Uganda Sixth Learning Assessment Report **(**2016), the general implication was that children enrolled in primary schools were developing the intended literacy relatively late. It is only by P5 that about half can read and understand a short P2 level story in English.

In Kisojo CC, if we introduce peer teacher support supervision as a way of supporting teachers in developing children's literacy, will it improve children's literacy development? The best way of answering this, is by introducing this study in the CC.

1.2 Statement of the Problem

The ideal situation would be that pupils in lower primary are able to read words, sentences and a simple story of two to four lines in both Luganda and English and with fluency. They are also expected to spell words using letter sounds, recite different letter sounds with their drills where applicable. They can as well identify the onset and rime of a word, use a vocabulary to make a meaningful sentence and formulate different words from a letter table, answer comprehension questions and in full sentences. Besides this they are also expected to follow the handwriting guidelines, have a sense of imaginery line usage and use it to write well. Then teachers would be expected to prepare for their lessons thorughly well including development of learning aids for the lessons to be taught during the day, work upon the classroom environment and keep updating it. On top of this, lower primary teachers are expected to use appropriate teaching methods and techniques that can foster literacy development, design the required literacy activities and manage records including continuous assessment records. Then they are expected to possess the skills and knowledge of guiding learners to pick meaning from the read text, follow the handwriting guidelines and have a sense of imaginary lines.

However children in Kisojo Coordinating Centre are not reading and writing at the expected rate (NPHC 2014 (2017)). According to this report, in Kyankwanzi District, the illiteracy status rate was 72% among persons aged 10 years and above. Teachers hardly plan for their lessons, classroom environment is poor because of no material development by teachers. Appropriate teaching techniques are not applied at the right time and majority misappropriately or do not design literacy activities for learners at all. Records management is not well dealt with. However, majority of the children answer comprehension questions correctly in both Luganda and English languages but not in full sentences. During writing, there is a confusion of cursive writing and the recommended handwriting for lower classes.

The fluency rate of children's reading is low. Teachers poorly print on sugar papers and manillas and they are not well acquainted with the four handwriting guidelines and the usage of imaginery lines is not properly followed.

Studies have been conducted on peer teacher supervision for example Ghulam et al.,(2011) Lyonga(2018). While those sudies have focused on literacy in schools, they do not focus on how peer teacher coaching is being used to develop children's literacy. Others have focused on faclitating professional development through the study of peer supervision and institutional change(Yarrow,2006), but they have not investigated on the influence of peer teacher demonstration lessons on children's literacy development.

Others have surveyed on high stakes supervision(zepeda, 2016) but they have not researched on establishing the relationship between peer teacher trainings and children's literacy development.

If this study is not conducted, children will continue to lag behind and perform poorly in literacy and teachers will continue to fail supporting children during the literacy lessons thus failing to improve children's performance in the upper primary and PLE in particular. When this is done well, there will be an improvement in children's literacy development as teachers will have sought skills and guidance from fellow teachers that can enable them develop learners' literacy.

1.3 Purpose of the Study

Successful implementation of a curriculum depends on effectiveness of teachers in lower primary schools. The purpose of the study was therefore, to determine the influence of peer teacher support supervision in developing children's literacy in lower primary classes.

1.4 Objectives of the Study

The study specifically intended to:

1. Establish how peer teacher coaching is being used to develop children's literacy.
2. Investigate the influence of peer teacher demonstration lessons on children's literacy development.
3. Establish the relationship between peer teacher trainings and children's literacy development.

1.5 Research Questions and Hypothesis

Research Questions

The research questions that directed objective 1 and 2 were;

1. How is peer teacher coaching being used to develop children's literacy?
2. What is the influence of peer teacher demonstration lessons on learners' literacy development?

Research Hypothesis

The research hypothesis that directed objective 3 was;

3. There is a statistically significant relationship between peer teacher trainings and children's literacy development at 0.05 level of significance.

1.6 Significance of the Study

The study would be beneficial to different stakeholders in the following ways:

1. The lower primary school teachers would realise the importance of effective use of peer support supervision in developing children's literacy.
2. The lower primary school teachers would be well versed with the literacy components and use them to enable lower primary children read and write with ease.

3. The lower primary school teachers would understand the proper application of peer teacher coaching and its importance in training a specific skill in the teaching service.
4. The lower primary teachers would appreciate the practicability of peer teacher demonstration and its importance towards sharpening teachers on literacy development.
5. Lower primary teachers would understand the benefits of being guided by a fellow teacher in a training.
6. Using the findings as a basis for the study, the Lower Primary teachers would be able to reflect on their practices, improve their professional skills, and therefore, offer quality services in the lower primary section.
7. The Head teachers and Education department would use the findings to develop criteria for supporting teachers, plan for Continuous Professional Development programs for them and develop a rubric to monitor and support supervise their practice.
8. Primary teachers' Colleges that train Lower Primary teachers would get more insights on how to train competent Lower Primary teachers who are eligible of supporting one another.

1.7 Scope of the Study

The scope of the study stipulates the geographical specifications of the study, the time within which the study would be valid and the context in which the study was conducted plus what was expected to be collected.

1.7.1 Geographical Scope

The study was conducted in Kisojo coordinating center which comprises of Ntweetwe town council, Gayaza subcounty, Nsambya sub county, Nkandwa sub county and

Kiryannongo sub county all found in Kyankwanzi District in the Central region. The study selected this place because all along it had been ranked number last out of the three coordinating centres for performing poorly during Primary Leaving Examination results for the last three consecutive years. It was thought that this would be due to learners' poor literacy foundations during their early grades brought about by the loop hole among teachers who over look peer support supervision as a major criteria for developing children's literacy.

1.7.2 Time Scope

The study considered a period from 2015 to 2020. This is because in that duration peer support supervision of all categories in the education sector has been encouraged and it has been so much adopted than before. Therefore, the study was to be valid until then. From 2019 preliminary investigations were conducted, research instruments were tested, data from the field was collected, analysed and the research report was compiled.

1.7.3 Content Scope

The fundamental reason for the study was to determine the influence of peer-teacher support supervision in developing children's literacy in lower primary classes. Specifically, the study established how peer teacher coaching is being used to develop children's literacy, investigated the influence of peer teacher demonstration lessons on children's literacy development and established the relationship between peer teacher trainings and children's literacy development.

1.8 Limitations and Delimitations

1.8.1 Limitation

1. The study used interview guides for the head teachers, Deputy Principal Outreach (DPO) and District Inspector of Schools (DIS). Two lesson observation checklists were used for both the learners in each sampled school. Document analysis was also done. The instruments were specifically designed for categories of respondents to get specific data. Since the study used sampled cases from Kisojo CC, the findings would not be representative of peer teacher support supervision in other Coordinating Centres.

2. There is constant shifting of learners by the parents from private schools to Government schools and the reverse is true plus constant migrations into Kyankwanzi District that made her fail to make comparisons of learners' literacy development.

3. Large number of pupils in lower classes whose ratio was 1 to more than 50 learners per class in most of the classes which made it difficult as she was filling the observation checklist and analysed documents.

4. Some respondents hardly revealed what was actually on the ground and were not willing to give the required information calling it 'classified', however they were assured that data would be used for academic purposes only.

1.8.2 Delimitation

1. Whereas lower primary classes in Uganda begin from Early Childhood Development (ECD) classes to primary three, this study was limited to only primary one, two and three classes.

2. Early grades was used to mean lower primary classes.

Early Grade Reading (EGR) was used in two contexts;

3. In the first instance, it was used to mean a program, an intervention, or a project that is being funded.
4. It was also used to mean a model which is a set of four books- I can read and write, Nsobola okusoma n'okuwandiika teacher's guide and pupil book for English and Local language respectively for classes one, two and three.

However, the findings were not to be generalized to all Coordinating Centres neither in Kyankwanzi nor Uganda because of the differences in geographical, social, political, cultural and economic perspectives.

1.9 Theoretical Framework

The study was guided by the Zone of Proximal Development theory. It was developed by a Soviet Psychologist and social constructivist Levi Vygotsky in a period of 1896–1934 (Saul, 2018). The theory states that "there is a difference between what a learner can do without help and what s/he can achieve through guidance and encouragement from a skilled partner".

There are skills that are too difficult for the child to master on his/ her own but can be helped by the teacher to reach that level. It emphasizes two levels. That is the lower limit- what a learner achieves independently and the upper limit- what can be achieved with guidance/ assistance from an able instructor. So learning takes place in this zone.

Therefore, it is the teacher's responsibility to scaffold the learner and support him/her to reach the correct answer(Cambourne, 2002; Daniels, 2000). The theory emphasises that, the role of education is to give children experiences that are within their zones of proximal development, thereby encouraging and advancing their individual learning such as skills and strategies. And this can only be achieved when a teacher is competent in what s/he is doing.

In this case the teacher should be able to model well such that learners can observe, copy and imitate from him/ her (Bodrova & Leong, 2009) and should be more knowledgeable than others such that s/he is legible of guiding fellow teachers and learners through and in this case focus was put on literacy development.

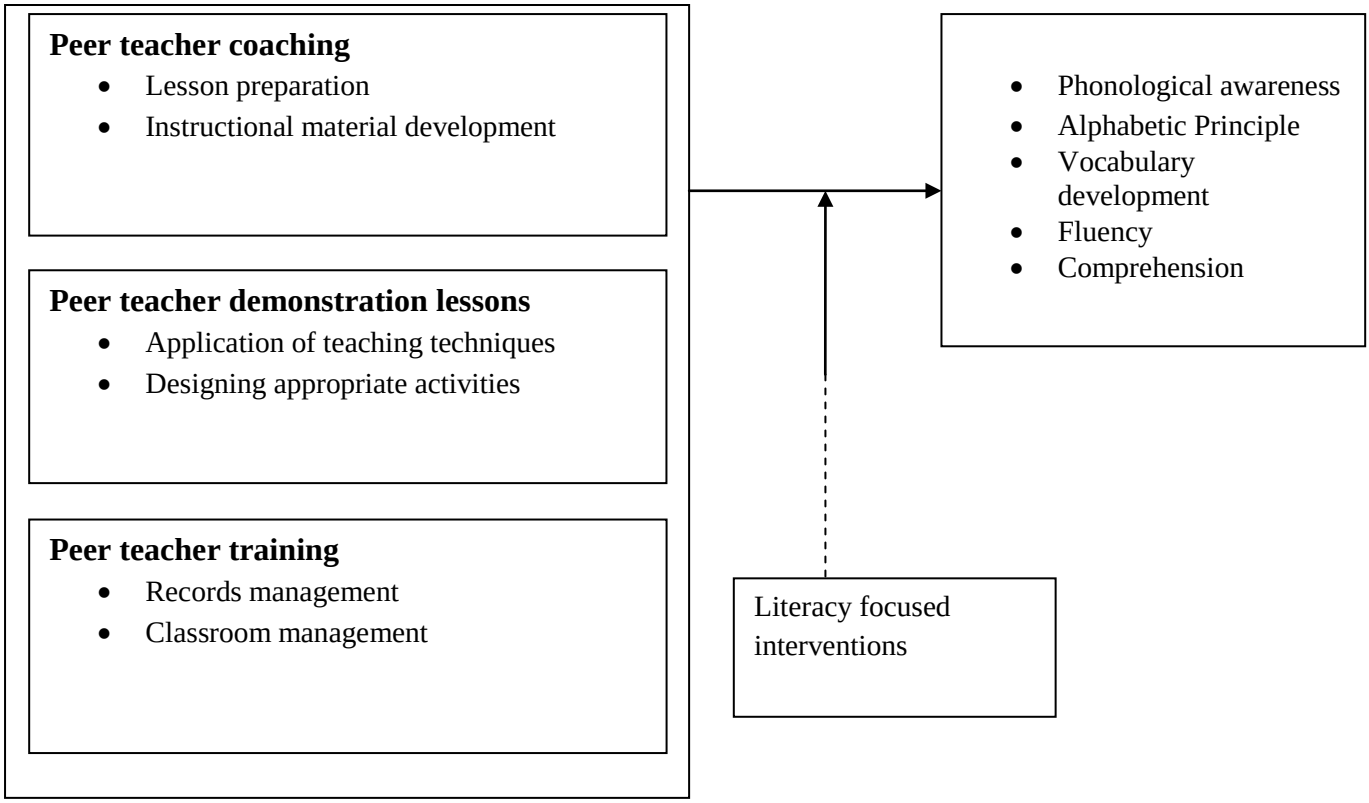
1.10 Conceptual Framework

From the Conceptual Framework in figure 1 below, the Independent Variable was Peer teacher support supervision. Peer teacher support supervision means a process through which a fellow teacher provides a professional support to a fellow teacher for quality improvement in the teaching profession. The Dependent Variable is Children's literacy development, which shows the indicators a child with well developed literacy should have. Literacy focused interventions are expected to be the extraneous variable.

Conceptual Framework Showing Variables of the Study and Inter- Relationships among them

Independent Variable **Dependent Variable**

Peer Teacher Support Supervision **Children's Literacy Development**



Source: Sergiovanni and Starratt, 2007

Figure1.1: **Conceptual Framework**

According to the Conceptual Framework (Fig. 1) above, the independent variable affects the nature of the dependent variable. The extraneous variable could be controlled and was not considered as part of the study. Therefore, never involved schools where Teaching at the Right Level (TaRL) operates.

From the conceptual framework above, the independent variable was Peer teacher support supervision and children's literacy development was the dependent variable. The indicators for the independent variable were three and these were;

Peer teacher coaching which is a training method in which pairs of practicum classroom teachers observe each other and provide consultative assistance in correctly applying teaching skills and proposing alternative solutions to recognized instructional needs (Colucci, 2014; Fowler 2000) and plans for lessons to be taught on daily basis (NCDC, 2016). The practicum classroom teacher who is teaching identifies specific instructional objectives for the peer coach to observe. The coach focuses on these objectives giving feedback that includes positive comments on teaching strengths and constructive suggestions for instructional growth.

Peer teacher demonstration lessons in which two or more teachers come together to model to each other application of appropriate teaching techniques during teaching and how to design appropriate activities for learners that aid their reading and writing development (NCDC, 2016).

Peer- teacher trainings in which the teachers attend professional development trainings organized by fellow teachers at the Coordinating Centre plus those that are school based and gain guidance on areas where gaps exist for instance records management and classroom management.

When teachers can combine efforts to fulfil the three above, then there is expectation of improvement in children's literacy development in;

Phonological awareness, which is all about having an understanding of the relationship between, sounds in a language and of things like onsets, rimes and syllables (NCDC, 2016; NRP, 2000)

Alphabetic principle, which is the understanding that groups of letters represent sounds in words, all letters have symbols, names, sounds, have small, and capital forms (NCDC, 2016).

Fluency which is the ability to bring out the articulation, intonation, blending, flow of words, punctuation of sentences, accuracy, speed and expression in the reading of words, sentences and story(NCDC, 2016).

Vocabulary, which is a word bank, and accumulation that enables children understand that words have meaning, which enables them to communicate effectively (NCDC, 2016).

Comprehension which is the ability to understand and take meaning from text which are both literal and inferential (NCDC, 2016; Rand, 2002).

The extraneous variable expected was the literacy focused intervention that is in Kyankwanzi which is called Teaching at the Right Level (TaRL) by Building Tomorrow where literacy is taught using five levels; sentence, word, syllable, story reading and answering of comprehension questions under the guidance of fellows and community volunteers. These support one another to improve on their competence in guiding learners to develop children's literacy. Children's literacy is developed depending on the level at which they are. It is implemented in private and government aided schools constructed by building tomorrow and the poorly performing government aided schools in literacy.

1.11 Operational Definition of Terms

As used by the study, below are the definitions of the key terms;

- Lower Primary Classes means classes from primary one to primary three.
- Lower primary children are a category of pupils from primary one to primary three.
- Peer teacher coaching is a formal process of two or more teachers coming together to reflect and refine their practice through structured conversation.
- Early Childhood Development is a continual process in which children thrive in all aspects of development from conception up to 8 years of age**.**

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the objectives of the study which included; establishing how peer teacher coaching is being used to develop children's literacy, investigating the influence of peer teacher demonstration lessons on children's literacy development, establishing the relationship between peer teacher trainings and children's literacy development plus the two research questions which were; How is peer teacher coaching being used to develop children's literacy?, What is the influence of peer teacher demonstration lessons on learners' literacy development? And one research hypothesis which was; There is a statistically significant relationship between peer teacher trainings and children's literacy development.

Establish how Peer Teacher Coaching is being used to Develop Children's Literacy.

Peer teacher coaching is most effective among teachers who are trustworthy as far as children's literacy development is concerned. In Australia, it is believed that direct feedback and instruction may be recieved more favorably by an early childhood teacher who has along standing relationship with a peer characterised by trust in his or her expertise and experience (Hattie & Temperley, 2007) than by an early childhood teacher who is working with an un familiar peer with whom trust has not been developed.

Effective peer teacher coaching requires collegial and good relationship among teachers. In United States of America, positive relationships among teachers is taken as a critcal factor to the success of the peer teacher coaching process (Green et al., 2006).

Effective children's literacy development requires materials in schools by developed and well supported teachers. In United States of America, it depends on teachers and on finding the means to vary and enrich the type of reading materials and increase the quantity of reading materials in children's lives, at school (Goldenberg, 2001; Hood, 2008). Likewise, in Norway children need a variety of appropriate reading materials that spark their imagination and motivation to read and build on their existing language skills (Save the Children International, 2016).

Teachers should use many materials to design different activities for the learners. In United States of America, materials beyond books, such as newspapers, magazines, cookbooks, brochures, maps, and charts, are given to children to get more experiences with reading and writing," (Dodge et al., 2002). About the same idea, another mode for literacy development in California is through the use of storybooks (Russel, 2012).

When children are given reading materials appropriate to their age and class levels it enables them to read with ease. For instance for primary one class it can be letter sounds of the alphabet, for primary two class it can be three letter words segmented into sounds and so on. In United States of America, materials appropriate to children's age are provided to them. Such authentic materials include prose, poetry, novels, newspapers and magazines. These materials give learners a chance to integrate skills they have already begun to acquire, such as flow, fluidity, and comprehension (Armbruster et al., 2003; NICHD; 2000; McGee and Schickedanz 2007).

In Japan, groups of teachers come together to discuss lessons that they have first jointly planned in great detail and then observed as the lessons unfolded in actual classrooms. This lesson strategy has been proven to be extremely effective in Japan at the elementary school (Hurd et al., 2004).

When teachers support especially in lesson preparation, they teach the right content for they will have combined brains in planning what should be taught. In Shanghai, China, best teachers help in supporting new teachers and improving lesson quality (Organization for Economic Cooperation and Development (OECD), 2012).

Planning before teaching is the best way if teachers are to ensure effective teaching and learning. This is one of the areas that challenge them but if they choose to have peer teacher coaching on this, the problem will have been solved. In Australia, quality literacy teaching requires deep knowledge of content and extensive knowledge of how children learn that content (Rowe, 2005). Pedagogical content knowledge in United States is also required. That is, knowledge about how to teach the content which is only possible through planning before conducting lessons to learners (Bales, 2018).

Teachers need to combine efforts so as to acquire knowledge and skills of assisting learners develop the five literacy components when they are still young. In Netherlands, it is essential that reading and writing development take place during the early grades of primary school (Fukkink and Lont, 2007). In this country, reading development entails the development of skills in five key areas: **l**etter knowledge, phonological processing, and fluency, vocabulary, and comprehension skills.

In Egypt, research has shown that peer teacher coaching is the key link in transferring knowledge to practice (Joyce &Showers, 2002). It is as well believed in Egypt that teachers need each other because the use of peer coaching allows teachers to help sharpen each other's skills (Robbins, 2015).

Children's literacy development relies on teacher's confidence and self efficacy plus establishment of the positive relationships among teachers. And when teachers have the potential to support one another, this level can be achieved. In South Africa, Bloch, (2012)

found that when teachers are well trained, mentored and supported, they can help make a difference between failure and success for early grade literacy student's literacy acquistion.

Still in South Africa, there is recommendation for sufficiency of reading materials in quantity, quality and variety to serve a significant role in successful early grade literacy acquisition including appropriate materials for reading aloud to the learners (Bloch, 2012).

When teachers come together to support one another, they solicit different ideas from each other which they later use to help children develop their literacy. On top of that, positive relationship is developed among them. In Nigeria, when observation and coaching are performed by peers, bonding and collegiality form as members of a peer coach team provide support for each other (Segun, 2004).

Children's literacy development requires peer coaching on a practice of continuous assessment of learners by teachers for a good literacy development. This will enable teachers to adjust teaching methods and techniques when they get stuck. In Kenya, carrying out assessment is one of the key competences to be possessed by a well trained and experienced teacher (Githi et al., 2004).

Investigate the Influence of Peer Teacher Demonstration Lessons on Children's Literacy Development.

Teachers need to have as many demonstrations by champion teachers as possible as far as literacy development is concerned. In Colorado, teachers demonstrate their own participation in literacy through modelling its use continually throughout the day (Access centre, 2007). So, once the gaps in literacy development are modelled by the star teachers, it can easily be grasped by other teachers.

Demonstration lessons that utilise models of effective practice have proven successful at promoting peer teacher learning and supporting learners' literacy development. In United

States of America, teacher models and modeling of literacy teaching help teachers to have a vision of practice on which to anchor their own literacy teaching (Gardner et al., (2017).

When teachers support themselves especially on application of different teaching techniques through carrying out demonstration lessons it becomes easy for them to develop children's literacy. In United States, teachers use a variety of techniques while teaching learners by asking questions, labelling objects and experiences with new vocabulary plus offering practice to help learners remember and generalise new concepts and skills (Whitehurst, 2003).

It is good for a literacy teacher to be well versed with which activities to give to the learners to enable them read and write at an early age. Nevertheless, lower primary teachers have a weakness in identifying these activities. So, through peer- teacher demonstration lessons, this gap can be bridged. In Canada, a variety of activities are used and among them reading aloud is the single most critical activity for successful reading (Landry et al. (2009).

More so, a good literacy teacher should know which books suite which class. This can only be achieved when the teachers know how to design appropriate activities for the learners. Creation of awareness about this can be done through peer teacher demonstration lessons. Children need to be exposed to a wide variety of genres like poetry, fantasy, songbooks, and historical fiction. In United States, materials beyond books, such as newspapers, magazines, cookbooks, brochures, maps, and charts are used (Dodge et al., 2002). More to this, in United States, interactive book reading between children and their teachers is one of the best documented methods for developing the vocabularies of children (Hindman et al., 2008).

Peer teacher demonstration lessons on application of teaching techniques are very paramount in the effective children's literacy development. In Ghana, Ofuso and Esia, (2014) recommended that teachers should be trained to use modern teaching techniques and methods

that are suitable for their pupils. They asserted that teachers be given the opportunities to engage in micro teaching or peer teaching during school based and cluster based in-service training programs.

Through peer teacher demonstration lessons, weak teachers in a certain learning area can be helped by champion teachers in a certain learning area for example designing appropriate activities. In South Africa, children learn to read and write successfully when they engage regularly with authentic and enjoyable reading and writing activities and when they master the building blocks of text which are letters, syllables and words within a context of meaningful use of reading and writing (Bloch, 2012).

Establish the Relationship between Peer Teacher Trainings and Children's Literacy Development.

Peer teacher trainings can be in form of Continuous Professional development. Through these CPDs teachers can guide one another on how best they can develop children's literacy. In Baltimore a city in Maryland United States of America, peer teacher trainings in form of CPDs occur when one desires to learn new knowledge and skills from the other (Shelden et al., (2004). So, if teachers can converge for literacy CPD, knowledge and skills to guide children through literacy development is assured.

Peer teacher trainings especially in, creates space for teachers to share ideas about how best they can develop children's literacy and collaborate in their learning during the exercise. In United States of America, teachers working collaboratively, create communities that positively change the culture and instruction of their entire grade level, department, school and district (Gardner et al., (2017).

Peer teacher trainings provide an opportunity to teachers of learning the best practices in literacy development and perhaps reflect on those practices when they are together. In Canada and Washington, United States professional development ideally progresses to

becoming an “inside- out” process in which individuals retain responsibility to direct their own going growth and improvement through continued study of current and best practices and reflective personal goal setting in collaboration with respected colleagues (Helm, 2007; Wesley & Buysse, 2006).

It is important for teachers to guide each other through peer teacher trainings or CPDs on the best ways of developing Children’s literacy. Still in Washington, United states, professional development in literacy instruction is crucial to children’s literacy achievements (NRP report, 2000).

Effective literacy development requires deep knowledge of content and extensive knowledge of how children learn that content. It also requires knowledge about how to teach the content. For example, in Australia, effective literacy teaching involves knowledge of how children learn to read, knowledge of how to assess reading proficiency and growth. Teachers need to immerse themselves fully in the peer teacher trainings so as to be updated with this knowledge of developing children’s literacy (Rowe, 2005).

Teachers need to support themselves on record management for a few of them that they have to keep an account of each learner so as to submit periodic reports, which contain all the necessary information about the pupils including literacy development. It is upon this that teachers can improve their progress. In France, school records help to judge the progress of the pupil on rolls, their strength and weakness and help the teachers and parents to bring about desirable changes (UNESCO, 2019).

For proper early grade literacy development, teachers need to have peer teacher trainings because these trainings help them to share experience, knowledge and skills on records management, classroom management among others. This is backed by France’s practice of teachers doing and being encouraged to do more to share their expertise and

experience systematically in ways that go beyond the mere exchange of information (OECD, 2012). And one of the ways could be through peer teacher trainings.

Teachers need to support each other on how they can guide learners interact with materials in the classroom through peer teacher trainings for proper literacy development. In Colorado United States, materials in the classroom are adopted not only to help learners with challenges interact with text but also to serve as a motivator for reading and writing (Access Centre, 2007).

More so, teachers need to sensitise themselves on the importance a rich environment towards literacy development through peer teacher trainings. In Washington, United States, a literacy rich environment is seen as a setting that stimulates learners to participate in literacy activities in their daily lives there by giving them the beginning understandings of oral and written language which is literacy development (NRP, 2001; Access centre, 2007).

Teachers need as well to equip themselves on the importance of class demarcations and labels for literacy development when dealing with classroom management. In Britain, classes have labels with words and pictures everywhere so that learners constantly connect written language and things they represent (Dorrel, (2002). He continues to say that in Britain teachers display these labels based on students' needs and interest to provide literacy support to learners in the classroom.

Peer teacher trainings that include classroom management can help teachers acquire skills of working upon a condusive learning environment to develop children's literacy. In United States the qualities of a physical environment, indoors and out side as comfortable, safe and responsive to the literacy needs of young children are putinto consideration. (Tanner, 2009).

More so, the class learning environment is part of classroom management which teachers can best perfect through peer teacher trainings. In California, a class learning

environment should be in such a way that it enables children read and write with ease. It is one of the significant factors that influence literacy development (Carlisle, 2011).

Peer teacher trainings are also needed in classroom management most particular in classroom arrangement. In California, classroom management as one of the avenues through which children's literacy can be developed (Russel, 2012). He talks of the arrangement of a classroom as the teacher's first tool in determining how children will respond and interact with space, materials and people around them.

Most teachers do not know how broad classroom management is. But through peer teacher trainings such issues can be learnt. For instance in United States of America, classroom management engulfs the development of common norms and routines with the participation of learners (Hammond & Akar, 2005). So through peer teacher trainings, teachers can acquire skills and knowledge to guide learners on how to develop the classroom rules and norms and as well contribute to the positive classroom environment which in one or the other boosts children's literacy development.

Class management engulfs so many things like; class organization and control, sitting arrangement and others. Teachers pay less attention to them. So there is need for them to support each other in different ways dealing with each. In Nigeria, providing music in the classroom and that by doing so teachers are helping children to benefit from hearing words produced by other people and then get to experiment producing the same sounds by singing along (Rosenguest, 2002).

In Uganda, organisation of peer teacher trainings is mainly the work of the CCTs. They have the powers to identify the star teachers in a certain learning area to come and train others (Centre for International Education (CIE), 2018). As a result of this they can improve and possibly become star teachers as well.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter involves the methodology that was used to guide the study including; the Research Design, Research Methods, Location of the Study, Target Population, Sample size and Sampling Techniques, Research Instruments, Measurement, Validity and Reliability, Data Collection Procedure, Data Processing and Analysis plus Ethical Considerations that would be adhered to.

3.1 Research Design

The study used a cross-sectional study design which is as an observational research type that analyzes data of variables collected at one given point of time across a sample population (Bhat, 2019). This study type is also known as cross-sectional analysis, transverse study or prevalence study.

In this design, the data collected in a cross sectional study is from people who are similar in all variables except the one variable which is under study. This variable remains constant throughout the cross sectional study. Cross-sectional studies can be conducted in; Retail, Business, Healthcare and Education.

However, a cross-sectional study may be entirely descriptive or analytical.

This type of research can be used to describe characteristics that exist in a community, but not to determine cause and effect relationships between different variables. This method is often used to make inferences about possible relationships or to gather preliminary data to support further research and experimentation (Cherry, 2019).

The study picked on the Cross sectional research design, because of its advantages; it can be used to prove and/or disprove assumptions, and data collection can be done at one point in time. It is also appropriate for describing the status of a phenomenon or relationships among a phenomenon at a fixed point and paves way for further research. It is also economical and easy to manage and does not require a lot of time yet it captures a specific point in time (Kothari, 2004; Cherry, 2019).

3.2 Research Methods

The study employed a mixture of qualitative and quantitative approaches during data collection. This was so because many of the respondents would be covered by use of interview guides and observation checklists to describe their feelings, beliefs and attitudes regarding the peer teacher support supervision and children's literacy development.

For quantitative approach, data was collected using observation checklist and document analysis in order to generate quantifiable data that establishes the relationship between peer teacher support supervision and children's literacy development.

For qualitative approach, data was collected using observation checklists and interview guide to capture views and opinions of respondents with regard to whether peer teacher support supervision influences children's literacy development. The study wished to use this triangulation form because she needed to collect vivid and detailed information from Head teachers, lower primary teachers and lower primary learners. The use of both qualitative and quantitative methods was recommended by Amin (2005) as an important form of triangulation in a study that involves a large number of people.

3.3 Location of the Study

There are many schools in the Coordinating Center but for the purpose of this study, the study was conducted in the 23 Government aided primary schools out of 35 found in

Kisojo coordinating center which is located in Ntweetwe town council, Kyankwanzi District in the Central region. The number of schools selected is agreeable by Kreicie and Morgans (KENPRO, 2012). The study considered Government aided primary schools only because it is where the practice of peer support suppervision is effectively being implemented.

3.4 Target Population

8 Headteachers, 23 teachers and 269 pupils in lower primary classes, 2 field support supervisors ; the DIS and DPO were included in the study. This set of people was selected because they are the stake holders of the program (Education Reform, 2014) and they can give clear, reliable and relevant information about children's literacy development.

3.5 Sample Size and Sampling Techniques

The study used the Krejcie and Morgans sampling guide table to determine the sample size. It was upon this that the sampling techniques were determined.

3.5.1 Sample Size

Using the Krecie & Morgan (1970) table of determining sample size, the researcher used a sample size of 302 respondents who were selected from the population of 1400. Morgan indicates that if the population is 1400, a sample size of 302 respondents can be sufficient. 8 Head teachers out of 23 were sampled, 23 lower primary teachers were sampled out of 107 of which 8 were primary one teachers from eight primary schools, 8 were primary two teachers selected from the eight primary schools different from the ones where p.1 were selected and 7 were primary three teachers selected from primary schools different from those where the primary one and two were selected. There are 2496 lower pupils in the CC, but the study used half of the population and thus 269 lower primary pupils out of 1248, 2 support supervisors out of 10.

Table 1

Sample Size Description

Category of respondent	Total population	Sample size	Sampling technique
Primary head teachers	35	8	Purposive
Lower primary teachers	107	23	Simple random
Lower primary pupils	1248	269	Simple random
Field support supervisors	10	2	Purposive
Total	1400	302	

Source: Secondary Data

3.5.2 Sampling Technique

The study employed purposive sampling technique to identify the category of respondents. It is also known as selective or subjective sampling. This technique relies on the judgement of the researcher when choosing who to ask to participate. Researchers may implicitly thus choose a “representative” sample to suit their needs, or specifically approach individuals with certain characteristics required in the study (Public Health Action Support Team (PHAST), 2017).

According to this technique, sample members are selected on the basis of their knowledge, relationships and expertise regarding a research subject (Freedman et al., 2007). In this study, the sample members who were selected had special relationship with the

phenomenon under investigation, sufficient and relevant work experience in the field of literacy development and education in general.

Basing on this therefore, the technique was used to identify Head teachers (8) out of a population of 35 and field support supervisors (2) out of a population of 10 to involve in the study. This is because the study wanted facts and first hand information, which is detailed, from the program implementers. The study used purposive sampling technique because; it is time and cost effective to perform whilst resulting in a range of responses. In addition, it is also prone to errors of judgement by the researcher and the findings (Hickman et al., 2013).

More so, simple random sampling was used in the study. In this sampling technique, each individual is chosen entirely by chance and each member of the population has an equal chance, or probability, of being selected (Public Health Action Support Team, 2017). Thus the technique was used to identify lower primary teachers (23) out of 107 and lower primary pupils (269) out of 1248.

12 pupils could be selected from the identified lower primary class per school. This number could be reached by issuing out number cards to the learners in the identified class. Those with the read odd numbers were the only ones to be observed as the lesson was being conducted by the literacy teacher. This technique was selected with an expectation of providing equal chances to every person in the category participating in the exercise during data collection (Gaurav, 2017). A specific advantage of this technique is that it is the most straightforward method of probability sampling. It was also used because it allows the sampling error to be calculated and reduces selection bias (Hickman et al., 2013). All sample sizes were determined using the Krejcie and Morgan’s table of sample size.

3.6 Research Instruments

The study used an observation checklist and interview guide for lower primary teachers, an interview guide for Primary head teachers and Field support supervisors and document analysis.

Interview guides with open-ended questions that covered all the objectives were also in place. They helped the researcher to revisit some of the issues from key informants, that had been an over-sight in other instruments and yet they were deemed vital for the study and for triangulation. Interview guides were advantageous for probing more information, clarification and capturing facial expression of the interviewees (Amin, 2005). Interview guides were also used because they can be used to collect complete information with greater understanding; it is more personal and allows the study to have higher response rates. It allows more control over the order and flow of questions and necessary changes can be introduced in the interview schedule based on initial results (Abawi, 2014). The interview guides included questions on the independent and dependent variables and in the course of interviewing, probing was applied to elicit a good response rate.

The study used a lesson observation checklist for the lower primary pupils and teachers. This technique is most closely related to everyday life. It involves watching and recording the behaviour of individuals or groups, or the events that occur in a particular place. The study used this technique because it can be used to choose when and where to carry out the observation procedure and ensures that one has a good chance of seeing the people or the behaviour s/he wishes to observe (Kenya Projects Organization (KENPRO), 2012). Basing on this, schools were visited, pupils, teachers and head teachers were watched and interacted and what actually occurred was recorded. This provided an experience of the teachers' practice during the teaching learning process.

Document analysis was done whereby assessment records of term two, 2019 where asked for and average scores of literacy lesson for 11 lower primary learners in every school from a selected lower primary class were compiled. This would help the researcher have a deep understanding of how the lower primary children were developing literacy. Document analysis was done because a large amount of reliable information can be obtained without questioning many people (KENPRO), 2012).

3.7 Measurement

The Likert scale was used during the study. It was used to measure the strengths of lower primary teachers' feelings or attitude towards statements that were formulated on the variables and their dimensions. The variables were measured using nominal and ordinal types of measurements on the arrangement of 1-3.

Peer teacher support supervision was measured in the following ways;

A. Use of support supervision tools

Has tool	Has used tool	Has used tool verified by the head teacher
1	2	3

B. Use of Blue book

Has Blue book	Has used Blue book	Has used Blue book verified by the head teacher
1	2	3

C. Field journals

No entry	1- 3 entries	More than three entries
1	2	3

If combined, the highest score is 9 and the lowest is 3.

Children's literacy development was also measured in the following ways.

D. Phonemic awareness

Identifies 1-4 letter sounds Identifies 5-7 letters sounds Identifies 8-10 letter sounds

1 2 3

E. Alphabetic principle

Identifies 1-4 letters Identifies 5-7 letters Identifies 8-10 letters

1 2 3

F. Fluency

Reads less than 20 words Reads 30 words Reads 50 words

1 2 3

G. Vocabulary

Uses a voc word in 1 sentence - 1

Uses a voc word in 2 sentences - 2

Uses a voc word in 3 sentences - 3

H. Comprehension

Answers only 1 comprehension Questions – 1

Answers 3 comprehension Questions – 2

Answers 5 comprehension Questions - 3

If combined, the highest score is 15 and the lowest score is 5.

3.8 Validity and Reliability

The study ensured that a quality procedure or an instrument used in research was accurate, correct, true, meaningful and right. To ensure validity and reliability of the instrument, it was determined by carrying out a pilot study before carrying out the major study.

3.8.1 Validity

Validity can be seen as the core of any form of assessment that is trustworthy and accurate (Bond, 2003). It is also concerned with an evaluative judgment about an assessment

(Gregory, 2000). In simple terms, validity refers to the quality that a procedure or an instrument used in research is accurate, correct, true, meaningful and right. So if whatever we use in the study enables us to get accurate, correct, true, meaningful and right data then there is validity.

Content validity was used to measure validity. It indicates the extent to which items adequately measure or represent the content of the property or trait that the researcher wishes to measure (Yue Li, 2016). The study used interview and observation to collect data.

Therefore, basing on the above explanation, the study used 10 experts who were language specialists, lecturers, language students at higher levels and language Tutors. They were to test first whether items in the interview guides and observation checklist were appropriate. Instruments were administered to them to put a tick to every item that was appropriately asked. For every item ticked, the proportion was not supposed to be below 0.8. This was to be reached using the formulae;

$$\mathbf{CVI} = \frac{\textbf{Number of items rated relevant}}{\textbf{Total Number of items}}$$

CVI = 71 ÷ 84

CVI = 0.84

Validity of the instrument is ensured when the validity value computed is 0.7 and above (Amin, 2005). According to Creswell (2008), the content validity greater than 0.7 means that the research instrument is valid.

From the study, the research instruments had 84 items, 71 were rated relevant to the study, and this resulted into a CVI of 0.84. Validity of the instrument was therefore ensured since the validity value computed was 0.84 which is greater than 0.7.

3.8.2 Reliability

Reliability refers to the degree to which an instrument yields consistent results (Yue Li, 2016). For reliability, the study used test re-tests. Test-retest measures the consistency of the correlation between scores from one administration of an instrument to another (Yue Li, 2016). The same instrument is given twice to the same group of people. The reliability is the correlation between the scores on the two instruments (Siegle, 2013). If the results are consistent over time, the scores should be similar. The trick with test-retest reliability is determining how long to wait between the two administrations. One should wait long enough so the subjects do not remember how they responded the first time they completed the instrument, but not so long that their knowledge of the material being measured has changed. This can be within an interval of 2 to 3 weeks.

For this study therefore, same instrument was administered to the respondent twice. That is for the first time the respondents answered the instrument and for the second time the researcher used genuine excuses to convince the same respondents answer it. These respondents were five in number. Then we had test 1 and test 2. The ideal was to be same scores or increase in variation for test 1 and 2 but not dropping which actually happened.

3.9 Data collection procedure

An introductory letter from the faculty of Education was received authorizing and recommending the conducting of the study. This letter was then taken to the Head teachers to obtain acceptance and permission for conducting the study from their schools. Appointments were prepared with the concerned respondents.

3.10 Data Processing and Analysis

Qualitative data was analyzed using content analysis, which is a method concerned with the explanation of the status of some phenomenon at a particular time or its development over a period of time (Cherry, 2015). It was used to analyze the data which was gathered from personal interviews.

According to Moore & McCabe (2005), this is the type of research whereby data gathered is categorized in themes and sub-themes, so as to be able to be comparable. The main advantage of content analysis is that it helps in data collected being reduced and simplified, while at the same time producing results that may then measured using quantitative techniques. It also gives the ability to the study to structure the qualitative data collected in a way that satisfies the accomplishment of research objectives.

Qualitative data from the field was transcribed, edited and categories developed from it. The categories were coded and cross cutting themes were developed to arrive at patterns that provided meaningful information as guided by Bogdan &Biklen (2007). This was relevant for establishing how peer -teacher coaching is being used to develop children's literacy, investigating the influence of peer teacher demonstration lessons on children's literacy development.

Quantitative data was analyzed using descriptive statistics including SPSS software version 24. Descriptive statistics is the analysis of data that helps describe, show or summarize data in a meaningful way such that, patterns might emerge from the data (Allen, 2017). Descriptive statistics do not, however, allow to making of conclusions beyond the data analysed or reaching conclusions regarding any hypotheses that might have been made (Kenton, 2019). The study used descriptive statistics because it can be used to clarify large volumes of data. And there are no uncertainties about the values you get other than only measurement error. (Trochim, 2006; Allen, 2017; Kenton, 2019)

The researcher got data from the field, compiled it, fed it into SPSS and then transferred it to the thesis to make the data more meaningful and easy for interpretation. This was relevant for, establishing the relationship between peer teacher trainings and children's literacy development.

3.11 Ethical Considerations

The researcher stuck to the ethics of conducting a research study as guided by Martin Stevens (2013) and Bryman and Bell,(2007) in their documents called 'Ethical issues in qualitative research' and 'Research Methodology' respectively. Respondents were selected depending on the target population, the researcher introduced herself to them, she explained the study to them and they were requested to participate. They were assured that they were under no obligation to participate, and there were to be no negative consequences if they refused to take part. Those who agreed to participate were then told that they were free to decline any question, withdraw at any stage in the interview process. Respondents' informed consent was sought well in advance before the study and confidentiality was assured (Mantzorou & Fouka, 2019). This was done through informing respondents prior that the information they would give was to be strictly used for academic purposes solely and data obtained on private matters would be treated as private. Respondents were informed not to indicate their name anywhere, that they had the right to leave the questions unanswered if they did not wish to offer any response and that the researcher would not pressurize or blame the respondent in case this arose.

The respondents were told that their identities were kept confidential throughout the processes of data collection as well as during analysis and write-up of the study findings. Every effort was made to ensure that participants could not be identified in the final report of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter is stretched starting with the introduction, followed by demographic data of respondents, and descriptive statistics interlinked with qualitative results. It presents analyses and interprets findings from the study based on the specific objectives and research questions of the study. Peer teacher support supervision and Children's Literacy Development in Lower Primary Classes in Kisojo coordinating Centre is presented. The research intended to establish how peer- teacher coaching is being used to develop children's literacy, investigate the influence of peer teacher demonstration lessons on children's literacy development, establish the relationship between peer teacher trainings and children's literacy development. This was the basis of the questions and hypothesis of the research under study which were; How is peer teacher coaching being used to develop children's literacy?**,** What is the influence of peer teacher demonstration lessons on learners' literacy development? There is a statistically significant relationship between peer teacher trainings and children's literacy development respectively at 0.05 level of significance.

4.2 Demographic Information

Bio - data findings discussed in this section are based on the responses obtained from the field findings on demographic characteristics of respondents concerning gender, age, marital status and education level as reflected in depth below:

4.2.1 Respondents

The study used a sample size of 302 respondents. Out of these, 23 were supposed to be lower primary teachers where by 8 were to be p.1teachers, 8 p.2 teachers and 7 p.3 teachers totalling to 23. All this number was achieved leading to a percentage of 100%. Still in this study, two field support supervisors were to be involved in the study and indeed it was done at a 100%. Then, 8 were to be Head teachers and this number was actually met at 100% and the others were to be learners which number was also met at 100% using simple random sampling.

Table 2

Number of Respondents

	Frequency	Percentage
P.1	8	2.7%
P.2	8	2.7%
P.3	7	2.3%
FSP	2	0.6%
Learners	269	89%
Head teachers	8	2.7%
Total	302	100%

Source: Primary Data

Table 2 above, shows the number of respondents involved in the study. And the suggested number fully participated at 100%.

4.2.2 Response Rate

The study used the interview guides and observation checklists to aid data collection. 10 interview sessions were held, out of the planned 10 constituting 100%. And then, out of the 23 observation checklists that were to be used 23 were appropriately utilized whereby 1 tool was used to observe a group of 12 lower primary children per school leading to a 100%. And another observation checklist was for lower primary teachers and the ratio was 1 checklist to 1 lower primary teacher.

Table 3

Response Rate

Tool	(Planned/Issued out)	(Received/ Held)	Percentage (%)
Interviews	10	10	100%
Observation checklist(1=12ppls)	23	23	100%
Observation Checklist(1=1)	23	23	100%
Total	56	56	100%

Source: Primary Data

Table 3 above shows the response rate obtained from the interview guides and observation checklists. From the data capture, a response rate for all the tools of 100% was obtained. According to Amin (2005), a response rate above 70% is good enough to represent a survey.

4.2.3 Gender of Respondents

Respondents participated in the study irrespective of their gender. Both male and female respondents were involved in the study.

Table 4

Gender of Lower Primary Teachers

	Frequency	Percentage
Male	3	13%
Female	20	87%
Total	23	100%

Source: Primary Data

Study findings in table 4 reveal that 87% (20) of the total respondents were females while 13% (3) were males. This implies that both male and female teachers participated in the study. However, results indicate that majority of the lower primary teachers in the study were females while the male teachers are the minority. This shows that lower primary school teachers are mainly females. Since both men and women were represented in the study, the findings can easily be trusted by the population as unbiased.

4.2.4 Age of Lower Primary Teachers

Respondents of different age group were involved in the study. Study findings in Table 5 show the age of EGR teachers who participated in the study.

Table 5

Age of Lower Primary Teachers

	Frequency	Percentage
19-24 years	1	4%
25-30 years	3	13%
Above 31 years	19	83%
Total	23	100%

Source: Primary Data

The findings in the study indicate that majority of the lower primary teachers which was 83% were in the age category of 31 years and above. This shows that majority of the lower primary teachers are mature and were able to answer the questions asked. The results further show that 13% of the lower primary teachers were in the age category of 25-30 years, 4% of the lower primary teachers were in the age category of 19-24 years. This result further confirms that the researcher was able to collect information from knowledgeable, experienced and mature respondents. So, they have enough information on peer teacher supervision in an attempt to develop literacy among lower primary children.

4.2.5 Education of Lower Primary Teachers

Lower primary teachers have different education levels. Despite this, the researcher involved all of them regardless of their education levels. Study findings in table 6 show the education levels of the lower primary teachers who participated in the study.

Table 6

Education Levels of the Lower Primary Teachers

	Frequency	Percentage
Diploma	3	13%
Bachelors	00	00%
Certificate	20	87%
Others	00	00%
Total	23	100%

Source: Primary Data

Study findings in table 6 reveal that 87% (20) of the total lower primary teachers had certificates in primary education, 13% (3) had diplomas. This means that all lower primary teachers are professional teachers. This put them in the best position to provide information, which was essential towards the research study. However none of them had acquired a bachelors degree which implies that lower primary teachers do not so much yearn for upgrading which prohibits them from acquiring more advanced skills about professional development especially skills that can help learners achieve literacy development.

4.3 Findings for Objectives

This section comprises of the detailed findings from the field of study using interviews, document analysis and lesson observation checklists. The findings are presented descriptively and inferentially based on the specific objectives of the study including;

Establishing how peer teacher coaching is being used to develop children's literacy which was related to the first question of the study- how is peer teacher coaching being used to develop children's literacy?

Investigating the influence of peer teacher demonstration lessons on children's literacy development,upon which the question of the study was posed- What is the influence of peer teacher demonstration lessons on learners' literacy development? And

Establishing the relationship between peer teacher trainings and children's literacy development for which an hypothesis was stated- There is a statistically significant relationship between peer teacher trainings and children's literacy development at 0.05 level of significance.

4.3.1 How Peer Teacher coaching is being used to Develop Children's Literacy

Findings in this section are in response to the first research question; how is peer teacher coaching is being used to develop children's literacy? Table 7 below shows findings on how peer teacher coaching is being used to develop children's literacy.

Table 7

How Peer Teacher Coaching is being used to Develop Children's Literacy.

Peer teacher coaching	Observed (f)	%	Not Observed (f)	%
Use of instructional materials	22	96%	01	4%
Sitting arrangement	20	87%	03	13%
Scheme of work format	20	87%	03	13%
Continuous assessment	08	35%	15	65%
Printing on a manila	08	35%	15	65%
Lesson plan development	05	22%	18	78%
Demarcation of learning areas	03	13%	20	87%

Source: Primary Data

Table 7 reveals that use of instructional materials (96%) is the most area where teachers have supported each other. While demarcation of learning centres (13%), is the least area where teachers support one another. This implies that majority of the lower primary teachers have the skills to develop materials that can develop children's literacy.

"Yes at several occasions champion teachers in material development have taken us through production of quality learning materials and I am very sure we all know what should be done" (School 9, Teacher 1, 18/7/2019).

Still qualitative findings reveal that, teachers have put in much effort to support each other on material development. However, there are other factors that are acting as barriers towards the achievement of their goal such as head teachers' failure to provide IMs to teachers in time, delay of salary payments and negligence of duty by teachers themselves.

Qualitative findings also show that teachers know the benefits of a good sitting arrangement towards learners' literacy development and therefore those who are stars in this have helped those who were not knowledgeable about it. The most sitting arrangement realized by the researcher was the group sitting arrangement. This implies that, there is a lot that learners loose when their sitting is not planned. For instance, in group sitting arrangement, opportunities are created for pupils to learn from one another especially good handwriting and reading.

"I like my learners to sit in groups because I arrange their sitting in such a way that I mix the quick learners with time takers and in this kind of a sitting arrangement, the time takers get a chance to learn from the quick learners" (School 19, Teacher 3, 31/7/2019).

However some teachers are resistant to such positive innovation for there are classes where the researcher found that learners were seated in columns which sitting arrangement is old fashion.

Qualitative findings are in support of the findings above for majority of the lower primary teachers had schemes of work and with the correct format. However, respondents complained that schemes of work are too wide, that they write a lot which is so tiresome. Regardless of all this, majority of the teachers possessed a ten weeks scheme of work.

"For me I cannot teach without a scheme of work. If it so happens, I may teach irrelevant content to my learners" (School 2, Teacher 2, 7/8/2019).

From the qualitative findings on lesson planning, results are contrary to the findings on schemes of work. Teachers complain that, lesson plans are too wide, that one lesson plan can cover three full scarps which is a very heavy load for them. As a result of this, most teachers are irregular in making lesson plans. When reasons for their irregularities in lesson planning on were inquired for, many responses were given. Among them was;

"It is a one class teacher system whereby you have to do everything including working upon a positive classroom environment. On top of this, learning areas are many so writing a lesson plan for every learning area may not be possible" (School 21, Teacher 5, 13/8/2019).

Qualitative findings also show that lower primary teachers support each other in the practice of assessing learners continuously. Most teachers need help on how to determine the competences, fill scores in the CAM form and how to use those scores to formulate the final mark that is put on the report card at the end of the term.

"My challenge is that the competences for every learning area are too many to fit on the CAM form. So I find myself writing on four sheets of papers per theme" (School 15, Teacher 7, 8/8/2019).

This implies that, during the peer teacher support supervision, maybe it is not clear to teachers that, a few competences are assessed not all of them at once. This also means that continuous assessment is not done as expected.

Qualitative findings reveal that lower primary teachers print poorly on manilas. This implies that peer teacher coaching is not adequate in this area. It as well imply that probably few teachers have prior knowledge on how to writing on a chart following the handwriting guidelines.

"I cannot print well on a manila. If I want to use a chart during my lesson, I get someone to write for me and pay him/her" (School4, Teacher 4, 1/8/2019).

This is a challenge that needs a solution through peer teacher support supervision but because of the incompetence in it by majority of the teachers a gap remains and what they do is to neglect it and focus on other areas they are confident about.

Also, according to the findings in the table above, during peer teacher coaching less attention is drawn to demarcation of the learning areas. Learning materials are just displayed without following the learning areas taught in a class. Teachers overlook this thinking it is less important yet there is much it does in setting and preparing the learner to learn.

4.3.2 Influence of Peer Teacher Demonstration Lessons on Children's Literacy Development

Findings in this section are in response to the second research question; what is the influence of peer teacher demonstration lessons on children's literacy development? Findings regarding the above question 2 are presented in Table 8.

Table 8

Peer Teacher Demonstration Lessons on Children's Literacy Development

Peer teacher demonstration lessons	Observed(f)	%	Not observed(f)	%
Demonstration on content delivery	23	100%	00	0%
Application of spaced practice	22	97%	00	3%
Use of dual coding	22	97%	00	3%
Application of mind map	18	78%	05	22%
Designing literacy activities	16	70%	07	30%
Making simple readers	13	57%	10	43%
Following the four handwriting guidelines.	10	43%	13	57%

Source: Primary Data

Table 8 shows that demonstration on content delivery (100%) is the most teaching strategy where teachers support each other so as to develop children's literacy in lower primary classes. Whereas writing following the four handwriting guidelines, is the least area where teachers support one another. This indicates that lower primary teachers have a mastery of how to teach the right content to the learners.

However, qualitative findings show that although teachers have the prior knowledge over right content delivery, learners do not pick the content as expected. For example names and symbols of the Luganda and English alphabetical letters, more so, some teachers cannot impart this into learners especially when it comes to letter names. Learners have continuously confused the Luganda letter names with those of English and then letter names with sounds.

"We know that there is that weakness among learners however we find it so perturbing for at times they even reach to the level of confusing the letter names with their sounds. You ask the learner to say the letter name and s/he ends up saying the letter sound" (School 6, Teacher 6, 23/7/2019).

Qualitative findings further reveal that teachers can effectively use the spaced practice technique as a way of enabling the learner to develop literacy. This implies that, teachers know why repetition and mastery of content are important. This could be realized through the reactions by Teachers.

"I did not know how to apply spaced practice but through peer teacher demonstrations I got to understand it. It is so good for the teacher an opportunity to after a topic or two to assess your learners" (School 11, Teacher 3, 29/7/2019).

Qualitative findings still show that dual coding is one of the teaching techniques in which teachers support one another for proper application to develop children's literacy. This is a good strategy for teaching vocabulary words for the teacher teaches learners different

words by use of a picture or different real objects. This will help them later to answer comprehension questions and in full sentences both orally and in written form because they will have got so many words in their word bank along with their meanings. Findings further imply that in future, lower primary school teachers are likely to produce pupils who are capable of comprehending and with ability to use vocabulary in meaningful sentences.

"As a teacher, I have no problem with comprehension. The only challenge arises when it comes to guiding learners read words, sentences and stories, understand and pick meaning out of it and especially writing down the responses on chalkboard or in an exercise book" (School 22, Teacher 6, 14/ 8/ 2019).

From qualitative findings, it can be revealed that lower primary teachers support themselves in mind mapping as a teaching technique. They give learners an opportunity to write what they know about a word. However, teachers are challenged in the English lessons by the learners' inability to talk about the word because they lack English vocabulary words.

"Use of mind map is properly used during the Luganda lessons. Learners actively participate in the lesson but when we switch on to the English lessons, everything turns upside down. They keep quiet and stare at you when you ask them to say what they know about the word" (School 12, Teacher 4, 30/7/2019).

Qualitative findings reveal that lower primary teachers can mention the five literacy components and can explain the meaning of each literacy component but majority may not be able to analyze each component deeply plus designing activities that can effectively bring out each. Teachers so much seemed to be confusing the alphabetic principle with phonemic awareness. The interrelationship between the two is not clearly known by these teachers.

Qualitative findings draw a picture for us that majority of the lower primary teachers have been supportive to one another and very innovative enough to form activities that can

help learners read and write at an early age for especially in the p.1, p.2 and p.3 classes. This is an implication to the fact that teachers are aware that they should check for learners understanding after every lesson.

"You see parents want to see their children write into exercise books and be marked. Therefore we have to do this to reduce on this demand as we also check for their understanding and at the same time give an accountability to the parents and school administration" (School 3, Teacher 3, 1/8/2019).

On the other hand, qualitative findings reveal that though lower primary teachers are supportive to one another in designing literacy activities, can mention the five literacy components and can explain the meaning of each literacy component but there are some who are not able to analyze each component deeply plus designing activities that can effectively bring out each. Teachers so much seemed to be confusing the alphabetic principle with phonemic awareness. The interrelationship between the two is not clearly known by these teachers.

More so, from the findings in the table above, teachers also support themselves in the production of simple readers that can develop children's literacy. Nevertheless there is still weakness in this area just because teachers do not involve their learners and the entire school. When Teachers were asked as to why they do not make it a whole school approach, they had so many responses. One of them was;

"I fear to make it a whole school approach. This is because it will look like I do not know what I am doing" (School 17, Teacher 1, 25/7/ 2019).

Findings inform that writing while following the four handwriting guidelines is not well catered for during peer teacher demonstration lessons. Teachers themselves have a

challenge in writing letters, words and sentences while following the four handwriting guidelines. This means that they are unable to guide learners as may be required.

"Yes I can write the small and capital forms of the letters in my book but when it comes to putting them down on a chart, chalkboard or an exercise book following the handwriting guidelines I get challenged" (School 18, Teacher 2, 26/7/ 2019).

Findings from the Interview with Head Teachers

The researcher interviewed 8 primary school head teachers and the following were the major findings:

During the interview, head teachers were able to confess that only half of the class would read though not at the expected fluency. This implies that teachers still lack masterly of certain content. Therefore there is a lot that needs to be done as far as peer teacher support supervision is concerned.

Still through the interview, it was told by head teachers that majority of the lower primary teachers write schemes of work. It was confirmed that all this confidence in scheming was as a result of peer teacher coaching and trainings. However, they revealed that teachers still have a challenge in lesson planning. That they know the format but they are just resistant to it.

Head teachers also revealed that they were support supervising their teachers for they are the immediate supervisors. However they admitted that they were not doing it at the required rate because they have a lot of responsibilities to fulfill.

It was told by all head teachers interviewed that there are some positive changes realized in the teaching of teachers and learning of pupils as a result of much emphasis on peer teacher support supervision. For instance on the side of teachers there is; an improvement in the teacher-pupil relationship, they are self driven, they try to follow the time

table, they can teach reading and writing with high expertise, they work towards achieving a positive learning environment and effective lesson preparations and teaching is interesting and child centred. And on the other side of the coin, learners; participate fully in the lesson, have high interest in learning, even without the teacher they can teach themselves especially when there is a positive learning environment and when they have access to the supplementary readers, can say letter sounds, they write well and their reading rates keep rising. All this combined together gives hope for quality education.

It was also realized that teachers are being called for CPDs at the CC by their CCT. Excelling teachers are picked on to demonstrate literacy lessons and thereafter teachers would critique themselves and improve on areas that had not been perfected. This is an indication of effective implementation of peer teacher supervision. However, there are those teachers who deliberately refuse to attend those CPDs. At the end of it all, they cannot deliver as required. On the contrary, it was revealed by all head teachers that they do not hold school based CPDs for the champion teachers to assist others. This means that they have failed to make it a whole school approach.

Findings from Interview with Field Support Supervisors

The researcher interviewed 2 Field support supervisors and the following were the key findings:

The field support supervisors opened up the fact that majority of the lower primary teachers were grade 111 teachers and that a big number was not willing to upgrade for they had spent a good number of years pestering them to go for further studies. This implies that these teachers do not yarn for knowledge and skills and if this is their mindset, it may be difficult for them to receive peer teacher support supervision as a strategy that would equip them with skills and knowledge to develop children’s literacy.

In the interview held with each of the support supervisor, every one sited out the advantages of using the peer teacher support supervision towards developing children's literacy. Among them included;

Learners learn to read and write with ease acquired after teachers' masterly of content through the peer teacher support supervision.

Reading becomes natural because the teacher will be having all the expertise to develop children's reading and writing.

There is an improvement in learners' attendance and high enrolment can be realized in schools as a result of the teacher teaching the right content to the learners.

The field support supervisors did not hesitate to state the challenges faced by lower primary teachers in implementing the peer teacher support supervision to develop children's literacy. These encompass;

Negative attitude by both parents and teachers towards the use of local language

Shift of children by parents from private schools to government aided schools and then from government schools to private schools yet the peer teacher support supervision is not effective in private schools.

Teacher – ratio and learner – desk ratio is challenging for the population has shot up

The above shows a call for immediate actions to be taken up by the responsible authorities for instance sensitizing parents and teachers on the language policy and the advantages of teaching in mother tongue and English as a subject. There is need to bring private schools on board for uniformity in teaching since they also handle Ugandan children. Staff ceiling should be raised to suit the learner ratios and build more blocks for schools with high enrolment including provision of adequate furniture to the schools.

Further still, the field support supervisors declared that their chief role in implementing the model to develop children's literacy is to provide support to teachers pedagogically plus mentoring and coaching. This has laid a firm foundation for teachers to master the teaching content and importance of peer teacher support supervision in general.

Field support supervisors revealed to the researcher that on top of their roles above, they also extend some professional development support to the lower primary teachers per term. This involves;

Preparation to teach and mastery of literacy components by teachers. Then, organisation of demonstration lessons through CPDs plus pedagogical leadership.

All this leads to moulding of competent and quality teachers who can develop children's literacy.

From the interview, the researcher was told by the field support supervisors that they are fully involved in peer teacher trainings as mentors, coaches and at times as facilitators. Thus they are knowledgeable about the strategy. From this interview, they exposed to the researcher the importance of peer teacher trainings to teachers. Such as; they create a positive change of attitude towards the teaching profession by teachers, provision of child friendly skills, handling of learners with special educational needs and other important skills related to the model. This informs us that teachers are refreshed to handle learners holistically which may provide a strong foundation for children's literacy development.

From the face to face talk with the field support supervisors, the researcher came to understand that, teachers are still negligent and lack interest in making reflection before, during and after lesson delivery. That in their schemes of work they do not write remarks in and in the lesson plan they do not evaluate the lesson. All this is part of reflections. Because of this, it means that teachers can not realize what has gone wrong and the way forward

unless they are advised by others who watch them while teaching. If catered for possibly there might be an improvement in children's literacy development.

4.3.3 Establishing the Relationship between Peer Teacher Trainings and Children's Literacy Development.

Findings in this section were in response to the research hypothesis of the third objective which stated that; there is a statistically significant relationship between peer teacher trainings and children's literacy development. Findings regarding this hypothesis are presented in table 9.

Table 9

Correlations between teachers' and children's performance in literacy development

		Trs	children
Trs	Pearson Correlation	1	.251(**)
	Sig. (2-tailed)		.000
	N	253	253
Children	Pearson Correlation	.251(**)	1
	Sig. (2-tailed)	.000	
	N	253	254

** Correlation is significant at the 0.01 level (2-tailed).

According to table 9, r =.251, p is > 0.0.1. This means that the power value is .000 and the level of significance is 0.01. Thus the power value is less than the level of significance. The correlation (0.251**) having stars means that there is a significant relationship and two tailed means that the results are true and reliable.

Therefore, from table 9 above, there is a relationship between peer teacher training and children's literacy development. It is a weak relationship. Because it is positive, it means that, the more times lower primary teachers support themselves and acquire knowledge and literacy through peer teacher trainings, the more lower primary learners develop literacy.

The correlation/relationship between peer teacher trainings and children's literacy development is however statistically significant because the power value (.000) is less than the level of significance (0.01). It did not happen by chance.

Thus the effect of peer teacher trainings on children's literacy development is

= $(.251)^2$

= 0.0630

=0.0630×100

= 6.3%

It means that peer teacher trainings affect **6.3%** to the children's literacy development while the other part **(93.7)** is contributed by other factors.

People think that peer- teacher trainings contribute a lot towards pupils' performance and much trust was in this study that it would help to improve children's performance in literacy but according to this study, peer teacher trainings may not develop children's literacy because it contributes only 6.3%.

For that matter, therefore we accept the hypothesis that there is a statistically significant relationship between peer teacher trainings and children's literacy development at 0.05 level of significance.

However, since 93.7% is contributed by other factors, much emphasis should be drawn on them because they are the ones that contribute a large percentage. These include teaching methods, parental support, existence of libraries, school culture, school learning environment, scholastic materials among others as derived from content analysis.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the study discussions, conclusions and recommendations drawn from the study findings. The purpose of the study was to determine the influence of peer teacher support supervision in developing children's literacy in lower primary classes in Kisojo coordinating centre- Kyankwanzi District.

5.1 Discussions

5.1.1 Establishing how Peer-Teacher Coaching is being used to Develop Children's Literacy.

Findings showed that peer- teacher coaching on instructional materials development is the most area where teachers have supported each other so as to develop children's literacy. This implies that majority of the lower primary teachers have the skills to develop materials that can develop children's literacy. This is in line with report by SCI, (2016) which showed that children need a variety of appropriate reading materials that spark their imagination and motivation to read and build on their existing language skills.

Qualitative findings on peer teacher coaching still indicated that majority of the lower primary teachers had schemes of work and with the correct format. Fukkink & Lont (2007) points out that, lower primary teachers need both confidence with their own subject content knowledge and an understanding of pedagogical strategies in order to bring out the best of interest in learners, which is only possible through planning before conducting lessons to learners and among them is scheming for your lessons.

More still, from the qualitative findings on peer teacher coaching on lesson planning, results are contrary to the findings on schemes of work. Teachers complain that, lesson plans are too wide, that one lesson plan can cover three full scarps which is a very heavy load for them. As a result of this, most teachers are irregular in making lesson plans. This does not align with Decker (2015) who highlighted that planning before teaching is the best way if teachers are to ensure effective teaching and learning.

Qualitative findings also show that lower primary teachers rarely support and guide each other in the practice of assessing learners continuously. Lower primary teachers lack the skills of dealing with continuous assessment. This is in contrary with Githi et al., (2004) who revealed that ability to carry out assessment is one of the key competences to be possessed by a well trained and experienced teacher.

5.1.2 Investigating the Influence of Peer Teacher Demonstration Lessons on Children's Literacy Development.

According to the findings, peer teacher demonstration lessons on content delivery are the most teaching strategy where teachers support each other so as to develop children's literacy in lower primary classes. Teachers need to combine efforts so as to acquire knowledge and skills of assisting learners develop the five literacy components plus understanding what is involved with in each component. This is in support of the National Reading Panel (2001) which found that skills in phonemic awareness, phonics, fluency, vocabulary and comprehension are essential to literacy development.

From the findings, teachers through peer demonstration lessons use different teaching techniques that can help children develop literacy. Some of them include; spaced practice, dual coding and mind mapping. This is in support of other writers who recommended the use of specific teaching techniques and methods of teaching literacy to children. For example

McGee and Schickedanz (2007) said that one way to foster comprehension is to introduce read and recall method while Greenberg et.al., (2002): Cohen, (2011) wrote that Repeated reading supports the learning of English by creating confident readers who enjoy reading.

Qualitative findings revealed peer demonstration on dual coding has helped teachers to master it. This is a good teaching technique for developing children's literacy especially when it comes to the teaching of vocabulary words for the teacher teaches learners different words by use of a picture or different real objects. This is supported by Bloch, (2012) recommendation was for sufficiency of reading materials in quantity, quality and variety to serve a significant role in successful early grade literacy acquisition including appropriate materials for reading aloud to the learners.

Findings revealed further that lower primary teachers through peer demonstrations appropriately apply mind map teaching technique. Teachers acquire skills of guiding learners to write what they know about a word. According to the findings, teachers are challenged in the English lessons by the learners' inability to talk about the word because they lack English vocabulary words. This calls for teachers to engage learners into the reading of different materials so as to develop a variety of English words. About this, Hindman et al., (2008) cemented the idea that interactive book reading between children and their teachers is one of the best documented- methods for developing the vocabularies of children.

Findings revealed that lower primary teachers have supported each other to the extent that they can mention the five literacy components and can explain the meaning of each. This is in support of the National Reading Panel (2001) which found that skills in phonemic awareness, phonics. Fluency, vocabulary and comprehension are essential to children's literacy development. Nevertheless, teachers so much seemed to be confusing the alphabetic principle with phonemic awareness. And the interrelationship between the two is not clearly known by these teachers.

Findings can inform that, majority of the lower primary teachers have been supportive to one another and very innovative enough to form literacy activities for learners in p.1, p.2 and p.3 classes. In the same line of argument, Bloch, (2012) realized that children learn to read and write successfully when they engage regularly with authentic and enjoyable reading and writing activities.

More so, from the findings, peer- teacher demonstration on the production of simple readers that act as supplementary readers for learners is weak yet children need to be exposed to different readers so as to develop the five literacy components. This is in contrary with Dodge et al., (2002) who emphasized that adding materials beyond books, such as newspapers, magazines, cookbooks, brochures, maps, and charts, gives children more experiences with reading and writing.

5.1.3 Establishing the Relationship between Peer Teacher Trainings and Children's Literacy Development.

From the findings, there is a relationship between peer- teacher trainings and children's literacy development. But it is a weak relationship.

Its contribution towards children's literacy development is only 6.3%. The rest of the percentage (93.7%) is contributed by other factors. For proper children's literacy development, peer teacher trainings should not be relied upon but other factors should be much considered. These include; parental support, existence of libraries, school culture, school learning environment, scholastic materials, teaching methods among others.

About parental support, Goldenberg, (2001) wrote that children's literacy development depends on parents and the kinds and quantity of reading materials in children's lives, outside of school. He recommended that for optimally effective programming, parents and teachers must collaborate both inside and outside of school walls. Save the Children

(2012), commented that ensuring children's active participation in classroom sessions and via practice in the home is essential to learning to read and write. Then, Rosenquest (2002) directed parents to read aloud, at home, a book that reflected the daily life routine of most young children. About the same, DES, (2011) avowed that the support of parents who are engaged in their child's learning has a significant positive impact on a child's educational achievement, especially in literacy. Young people achieve better when their parents take an active interest in their education, supporting and encouraging them and creating high but achievable expectations. Parental support for young children not only makes a real difference to their development but, in some circumstances mitigates the negative effects of low socio-economic status or low parental educational attainment.

Libraries and Librarians are an important resource in supporting children's literacy. Through the expert selection and provision of a wide range of books and other materials, libraries can both support the acquisition of literacy skills and help foster children's love of reading amongst children (DES, 2011). Some schools benefit from in-house library facilities but the forging of strong links with local public library services will be an important facet of the literacy plans of schools. Public libraries enable families to support their children's literacy development through the range of resources and information they make available in a free, open and informal setting. While libraries are an excellent resource for all families, they can be of particular assistance to families who find it difficult to meet the cost of providing a rich range of books and educational resources in the home.

However, the school learning environment is vital towards children's literacy development. According to Liftoff, (2016); Jennings and Greenberg, (2009), children need a safe and orderly environment, which is composed of good teacher relationships and collaboration. Children's academic expectations should be fulfilled in such an environment.

And in this environment, leadership and professional development should be catered for (Liftoff, 2016; Jennings and Greenberg, 2009).

More so, learners having adequate scholastic materials especially a pencil and an exercise book develop children's literacy. Possessing literacy materials is a simple, proven way teachers can create a more literacy focused classroom. Rowe, (2003) confirmed this in their examination of a group of preschool teachers who attempted to create stimulating activity settings by incorporating literacy related objects, such as pencils, paper, books, and newspapers.

Kamil et al., (2003) wrote about teaching methods that, the real, predictive power of motivation to read and write must be lit and sustained using child-centred and active learning approaches that ensure progress to and success in higher levels of education.

5.2 Conclusion

Objective 1: Establishing how Peer-Teacher Coaching is being used to Develop Children's Literacy.

With regard to research question 1, study findings reveal that peer teacher coaching on material development is done, teachers know the benefits of a good sitting arrangement towards learners' literacy development, majority of the lower primary teachers possess schemes of work and with the correct format in preparation for literacy teaching, most teachers are irregular in making lesson plans, lower primary teachers rarely support each other in the practice of assessing learners continuously, they print poorly on manilas and less attention is drawn to demarcation of the learning areas.

Objective 2: Investigating the Influence of Peer Teacher Demonstration Lessons on Children's Literacy Development.

With respect to research question 2, results showed that teachers have prior knowledge over right content delivery mastered after peer lesson demonstrations, they can effectively use the spaced practice as a way of enabling the learner develop literacy, dual coding is effectively applied to develop children's literacy, mind mapping is not effective in the English learning area, lower primary teachers have been supportive to one another and very innovative enough to form literacy activities, lower primary teachers also support themselves in the production of simple readers that can develop children's literacy, they have a challenge in following the four handwriting guidelines thus are not in position to guide learners.

Objective 3: Establishing the Relationship between Peer Teacher Trainings and Children's Literacy Development.

With regard to the hypothesis of the third objective, the results show that there is a statistically significant relationship between peer teacher trainings and children's literacy development at 0.05 level of significance but it is a weak relationship. Thus other factors that contribute to children's literacy development should be considered.

5.3 Recommendations

The following are some of the recommendations that the researcher came up with regard to the gaps identified during the discussion.

Based on the findings of the study, the researcher was of the view that hindrances to peer teacher support supervision to develop children's literacy could be addressed by ensuring all the concerned stakeholders do the following:

District Inspectorate

In this study, it was established that peer teacher trainings contribute a small percentage, it is recommended that the District Inspectorate puts emphasis on other factors that can contribute to children's literacy development in addition to peer teacher coaching and peer teacher demonstration lessons. The gesture will ensure that new innovations are supported and fostered in the education department.

Primary Teachers' Colleges

Colleges should emphasize the importance of peer teacher support supervision in the process of their training. Tutorials should be held by teacher students specifically on this so that by the time they leave the college they know how to support each other.

Field support supervisors

The DPOs, DISs, DEOs, CCTs to hold timely trainings on teaching practices so as to keep teachers updated with the ongoing changes in the education sector.

Lower Primary Teachers

The lower primary teachers should support each other to get knowledge and skills that they can use to develop children's literacy.

The Head Teachers

The teachers should be engaged in frequent school-based Continuous Professional Development activities to keep their teachers with the current trends in Education. This will boost their teaching practice and confidence and therefore efficiency in developing children's literacy.

Ministry of Education and Sports

The Teacher, Instructor Education and Training (TIET) department of MoES should ensure that the quality of training of lower primary teachers is done.

5.4 Recommendations for Further Research

In future, there is need to carry out an investigation to determine the factors hindering peer teacher support supervision in Uganda.

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APPENDICES

APPENDIX 1: INTERVIEW GUIDE FOR LOWER PRIMARY TEACHERS

AN INTERVIEW GUIDE FOR A STUDY ON PEER TEACHER SUPPORT SUPERVISION AND CHILDREN'S LITERACY DEVELOPMENT IN LOWER PRIMARY CLASSES IN KISOJO COORDINATING CENTER KYANKWANZI DISTRICT.

Dear respondent,

I am a student at Kyambogo University, undertaking studies leading to the award of a Master Degree in Education-Early Childhood Development. I am currently conducting a research study in partial fulfillment of the requirements for this award. Therefore, you are kindly requested to respond to this. The information you provide will be strictly used for academic purpose and treated with utmost confidentiality. Your cooperation is highly appreciated.

SECTION A: BIO DATA

1. Gender of respondent;

   Female ☐ Male ☐

2. Age;

   Below 18 yrs ☐ 19-24 yrs ☐ 25-30 yrs ☐ 31-36 yrs ☐

   above 36 yrs ☐

3. For how long have you taught in lower primary school?

   Less than a year ☐ 1-3 years ☐ More than three ☐

4. What is your education level?

   Certificate ☐ Diploma ☐ Degree ☐ Others ☐

5. Have you ever got any other training apart from teacher training?

   Yes ☐ No ☐

6. If yes, specify…….

7. Did you acquire skills on peer teacher support supervision?

   Yes ☐ No ☐

8. Do you go for refresher courses?

   Yes ☐ No ☐

   If yes who facilitates? .....

9. Does your CCT call you for CPDs?

   Yes ☐ No ☐

   If yes are teachers given the opportunity to train in such CPDs?

   .....

10. Do you prefer teaching under peer teacher support?

    Yes ☐ No ☐

    Why? ……

11. Which support supervision tools do you possess?

12. Do you interact with your fellow teachers for professional purposes? If

    i. Yes, why?

    ii. No, why?

        in relation to children's literacy development.

13. Do you use IMs during teaching?

14. Why do you use IMs while teaching?

15. How many weeks did you scheme for?
16. Do you have continuous assessment records for your learners?
17. Why do you think it is important to assess learners continuously?
18. How many line do;

    Capital letters ……

    Small letters ……

    Sky letters sit on? ……....

    Middle letters …….

    Slanting letters ……...

19. How many lesson plans are you supposed to have a day?
20. What are the learning centres you have in your class?
21. How important are demonstration lessons to you?
22. Apart from peer teacher support supervision which other factors do you think can develop children's literacy?
23. Why is it important to repeat content taught after a specified time?
24. Why should vocabulary words be taught using a variety of strategies?
25. What is the importance of a child having a rich word bank?
26. Does your class have supplementary readers?
27. Which people do you involve in making of simple readers?

Thank you for your time.

APPENDIX 2: INTERVIEW GUIDE FOR PRIMARY HEAD TEACHERS

INTERVIEW GUIDE FOR A STUDY ON PEER TEACHER SUPPORT SUPERVISION AND CHILDREN'S LITERACY DEVELOPMENT IN LOWER PRIMARY CLASSES IN KISOJO COORDINATING CENTRE KYANKWANZI DISTRICT.

Dear respondent,

I am a student at Kyambogo University, undertaking studies leading to the award of a Master Degree in Education-Early Childhood Development. I am currently conducting a study in partial fulfilment of the requirements for this award. Therefore, you are kindly requested to respond to these interview questions. The information you provide will be strictly used for academic purpose and treated with greatest confidentiality. Your cooperation is highly appreciated.

1. Do you encourage peer teacher support supervision in you school? Why?
2. Can the lower primary children in your school read and write?
3. Which tools do use to support your lower primary teachers?
4. Do lower primary teachers use instructional materials while teaching literacy?
5. How many times do you support your teachers in a month?
6. Are there CPDs conducted by champion teachers?
7. What are the changes you realize in the teaching and learning of teachers and pupils respectively?
8. Does this school have supplementary readers for lower primary children?
9. Which books do your teachers use during lesson planning?
10. Any challenge as far as peer support supervision is concerned?
11. Which is the gap you realize in the practice of peer teacher supervision?
12. Do you encourage school based peer teacher support supervision especially during literacy lessons?
13. Any other comment?

Thank you very much for your time.

APPENDIX 3: INTERVIEW GUIDE FOR FIELD SUPPORT SUPERVISORS

INTERVIEW GUIDE FOR A STUDY ON PEER TEACHER SUPPORT SUPERVISION AND CHILDREN'S LITERACY DEVELOPMENT IN LOWER PRIMARY CLASSES IN KISOJO COORDINATING CENTRE KYANKWANZI DISTRICT.

Dear respondent,

I am a student at Kyambogo University, undertaking studies leading to the award of a Master Degree in Education-Early Childhood Development. I am currently conducting a study in partial fulfilment of the requirements for this award. Therefore; you are kindly requested to respond to these interview questions. The information you provide will be strictly used for academic purposes and treated with paramount confidentiality. Your cooperation is highly appreciated.

1. How many Primary schools do you have in Kisojo coordinating centre?
2. Comment about the qualifications of lower primary teachers in the centre.
3. Do all lower primary teachers in the cc employ peer teacher support supervision?
4. What are the advantages of using peer teacher support supervision?
5. Do you have customised peer teacher support supervision tools for the District?
6. What challenges do the teachers face in using the peer teacher support supervision?
7. What is your role in implementing peer teacher support supervision?
8. Do you have a customized support supervision tool for lower primary teachers?
9. How many weeks do your teachers normally scheme for?
10. What kind of professional development support do you extend to the lower primary teachers?
11. What kind of professional development support do you extend to the lower primary teachers?
12. How often do you extend professional development support to teachers?
13. Are you involved in peer teacher trainings? If yes are the peer teacher trainings useful to teachers?
14. Do you encourage teachers to make reflection before, during and after the practice?

Thank you very much for your time.

APPENDIX 4: LESSON OBSERVATION CHECKLIST

LESSON OBSERVATION CHECKLIST FOR A STUDY ON PEER TEACHER SUPPORT SUPERVISION AND CHILDREN'S LITERACY DEVELOPMENT IN LOWER PRIMARY CLASSES IN KISOJO COORDINATING CENTRE KYANKWANZI DISTRICT.

LOWER PRIMARY TEACHERS

1. Evidence of using peer teacher support supervision tools /15
2. Appropriate use of IMs in literacy lessons /10
3. Evidence of peer teacher trainings /5
4. Involvement of learners in literacy lessons /10
5. Knowledge of literacy components by teachers /10
6. Appropriate application of peer teacher coaching /10
7. Existence of continuous assessment records /10
8. Evidence of Peer lesson preparation /5
9. Evidence of peer teacher support supervision /10

APPENDIX 5: SAMPLE SIZE DETERMINATION

Table giving recommended sample size (s) for given populations (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	1000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	145	550	226	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76		159	750	254	2600	335	100000	384

Source: Krejcie, R.V and Morgan, D.W. (1970)

APPENDIX 6: TEACHERS' PERFORMANCE AND CHILDREN'S SCORES

School	Class	P1-P.3 Trs	Trs' scores (%)	Chn's literacy scores (%)
1	P.1	TI	66	94
			66	90
			66	98
			66	72
			66	82
			66	82
			66	54
			66	70
			66	60
			66	84
			66	56
2		**T2**	61	85
			61	85
			61	90
			61	95
			61	90
			61	85
			61	80
			61	60
			61	60
			61	90
			61	90
3		**T3**	54	88
			54	75
			54	73
			54	73
			54	70

			54	73
			54	73
			54	65
			54	75
			54	70
			54	70
4		**T4**	64	80
			64	60
			64	74
			64	50
			64	46
			64	74
			64	76
			64	52
			64	72
			64	48
			64	56
5		**T5**	56	91
			56	91
			56	66
			56	66
			56	41
			56	66
			56	58
			56	66
			56	58
			56	91
			56	41
6		**T6**	64	84

			64	88
			64	82
			64	82
			64	88
			64	94
			64	60
			64	96
			64	82
			64	84
			64	60
7		**T7**	75	45
			75	40
			75	46
			75	44
			75	42
			75	41
			75	43
			75	38
			75	34
			75	39
			75	36
8		**T8**	52	65
			52	46
			52	68
			52	57
			52	59
			52	53
			52	40
			52	70

			52	60
			52	43
			52	36
9	**P.2**	**TI**	61	89
			61	72
			61	83
			61	72
			61	89
			61	83
			61	89
			61	77
			61	67
			61	67
			61	83
10		**T2**	73	87
			73	95
			73	95
			73	99
			73	95
			73	99
			73	99
			73	83
			73	83
			73	95
			73	99
11		**T3**	51	40
			51	35
			51	42
			51	43

			51	76
			51	77
			51	48
			51	88
			51	90
			51	82
			51	53
12		**T4**	72	99
			72	99
			72	99
			72	93
			72	92
			72	92
			72	88
			72	85
			72	82
			72	55
			72	43
13		**T5**	65	70
			65	65
			65	62
			65	35
			65	56
			65	54
			65	48
			65	60
			65	64
			65	64
			65	73

14		**T6**	74	75
			74	68
			74	80
			74	50
			74	73
			74	59
			74	75
			74	82
			74	61
			74	54
			74	65
15		**T7**	53	80
			53	71
			53	75
			53	88
			53	65
			53	58
			53	75
			53	86
			53	43
			53	47
			53	60
16		**T8**	53	92
			53	94
			53	83
			53	72
			53	63
			53	77
			53	85

			53	67
			53	40
			53	58
			53	71
17	**P.3**	**TI**	55	84
			55	80
			55	77
			55	59
			55	77
			55	66
			55	62
			55	84
			55	77
			55	73
			55	62
18		**T2**	68	70
			68	72
			68	56
			68	74
			68	48
			68	66
			68	64
			68	48
			68	52
			68	50
			68	48
19		**T3**	79	94
			79	96
			79	90

			79	86
			79	88
			79	84
			79	88
			79	80
			79	88
			79	85
			79	90
20		**T4**	15	75
			15	70
			15	47
			15	62
			15	45
			15	58
			15	60
			15	17
			15	57
			15	50
			15	25
21		**T5**	54	50
			54	54
			54	60
			54	55
			54	63
			54	55
			54	83
			54	93
			54	78
			54	90

			54	63
22		**T6**	64	94
			64	92
			64	97
			64	68
			64	62
			64	79
			64	68
			64	69
			64	42
			64	78
			64	62
23		**T7**	49	57
			49	74
			49	67
			49	85
			49	69
			49	75
			49	70
			49	65
			49	77
			49	80
			49	90
			49	67

Source: Primary Data

APPENDIX 7: APPROVAL OF RESEARCH PROPOSAL